

School-Home Letter

Dear Family,

My class started Chapter 3 this week. In this chapter, we will use different ways to practice our basic addition and subtraction facts.

Love, _____

Vocabulary

addend $4 + 5 = 9$

The addends are 4 and 5.

sum $4 + 5 = 9$

The sum is 9.

difference $12 - 4 = 8$

The difference is 8.

Home Activity

Write 5 addition problems (with sums through 10) on individual slips of paper. Write their sums on separate slips. Have your child choose a sum and then match it to the correct addition problem. Repeat until all the problems have been matched correctly with sums.

Literature

Reading math stories reinforces ideas.

Look for these books at the library.

Cats Add Up

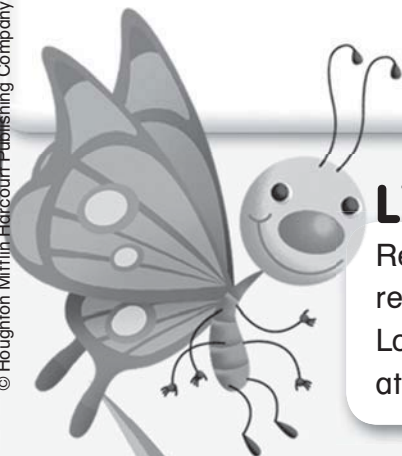
by Marilyn Burns and Dianne Ochiltree.

Cartwheel Books, 1998.

Each Orange Had 8 Slices

by Paul Giganti.

HarperTrophy, 1999.



Carta para la casa

Querida familia:

Mi clase comenzó el Capítulo 3 esta semana. En este capítulo, usaremos diferentes modos de practicar nuestras operaciones básicas de suma y resta.

Con cariño, _____

Vocabulario

sumando $4 + 5 = 9$

Los sumandos son 4 y 5.

suma $4 + 5 = 9$

La suma es 9.

diferencia $12 - 4 = 8$

La diferencia es 8.

Actividad para la casa

Escriba 5 problemas de suma (con sumas hasta 10) en diferentes pedazos de papel. Escriba los totales en papeles diferentes. Pídale a su hijo que elija un total y lo haga coincidir con el problema correcto. Repita los pasos hasta que todos los problemas concuerden con los totales.

Literatura

Leer cuentos de matemáticas refuerza los conceptos. Busque estos libros en la biblioteca.

Cats Add Up
por Marilyn Burns y
Dianne Ochiltree.
Cartwheel Books, 1998.

**Each Orange Had
8 Slices**
por Paul Giganti.
HarperTrophy, 1999.

Use Doubles Facts



COMMON CORE STANDARD MACC.2.OA.2.2

Add and subtract within 20.

Write a doubles fact you can use to find the sum. Write the sum.

1. $2 + 3 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

2. $7 + 6 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

3. $3 + 4 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

4. $8 + 9 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

5. $6 + 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

6. $4 + 5 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

PROBLEM SOLVING

REAL WORLD

Solve. Write or draw to explain.

7. There are 6 ants on a log. Then 7 ants crawl onto the log. How many ants are on the log now?

_____ ants

Lesson Check (MACC.2.OA.2.2)

1. What is the sum?

$$4 + 3 = \underline{\quad}$$

- 3
- 4
- 6
- 7

2. What is the sum?

$$6 + 7 = \underline{\quad}$$

- 13
- 12
- 7
- 6

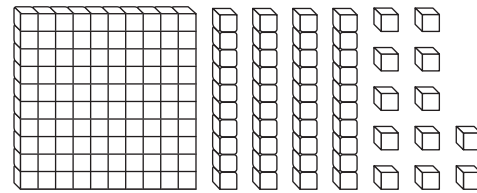
Spiral Review (MACC.2.OA.3.3, MACC.2.NBT.1.1, MACC.2.NBT.1.3, MACC.2.NBT.1.4)

3. There are 451 children in Lia's school. Which of these numbers is greater than 451?

(Lesson 2.11)

- 511
- 415
- 399
- 154

4. What number is shown with these blocks? (Lesson 2.8)



- 112
- 142
- 152
- 162

5. Which of these numbers has the digit 8 in the tens place?

(Lesson 2.5)

- 18
- 278
- 483
- 864

6. Which sum is an even number? (Lesson 1.2)

- $2 + 3 = 5$
- $3 + 4 = 7$
- $4 + 5 = 9$
- $6 + 6 = 12$

Practice Addition Facts



COMMON CORE STANDARD MACC.2.OA.2.2

Add and subtract within 20.

Write the sums.

1. $9 + 1 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

2. $7 + 6 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

3. $8 + 0 = \underline{\quad}$

$5 + 0 = \underline{\quad}$

4. $\underline{\quad} = 7 + 9$

$\underline{\quad} = 9 + 7$

5. $4 + 4 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

6. $9 + 9 = \underline{\quad}$

$9 + 8 = \underline{\quad}$

7. $8 + 8 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

8. $2 + 2 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

9. $\underline{\quad} = 6 + 3$

$\underline{\quad} = 3 + 6$

10. $6 + 6 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

11. $\underline{\quad} = 0 + 7$

$\underline{\quad} = 0 + 9$

12. $5 + 5 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

13. $8 + 5 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

14. $8 + 2 = \underline{\quad}$

$2 + 8 = \underline{\quad}$

15. $7 + 4 = \underline{\quad}$

$4 + 7 = \underline{\quad}$

PROBLEM SOLVING  **REAL WORLD**

Solve. Write or draw to explain.

16. Jason has 7 puzzles. Quincy has the same number of puzzles as Jason. How many puzzles do they have altogether?

_____ puzzles

Lesson Check (MACC.2.OA.2.2)

1. What is the sum?

$$8 + 7 = \underline{\quad}$$

- 15
- 14
- 12
- 11

2. What is the sum?

$$2 + 9 = \underline{\quad}$$

- 7
- 11
- 12
- 13

Spiral Review (MACC.2.NBT.1.2, MACC.2.NBT.1.3, MACC.2.NBT.1.4, MACC.2.NBT.2.8)

3. Which is another way to describe 43? (Lesson 1.4)

- 40 + 3
- 30 + 4
- 4 + 3
- 40 + 30

4. Which number is 100 more than 276? (Lesson 2.9)

- 176
- 286
- 376
- 672

5. Which group of numbers shows counting by tens? (Lesson 1.8)

- 10, 11, 12, 13, 14
- 15, 20, 25, 30, 35
- 20, 30, 40, 50, 60
- 60, 59, 58, 57, 56

6. Which of the following is true? (Lesson 2.12)

- $127 > 142$
- $142 < 127$
- $127 = 142$
- $127 < 142$

Algebra • Make a Ten to Add

COMMON CORE STANDARD MACC.2.OA.2.2

Add and subtract within 20.

Show how you can make a ten to find the sum.
Write the sum.

1. $9 + 7 = \underline{\quad}$



$10 + \underline{\quad} = \underline{\quad}$

2. $8 + 5 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

3. $8 + 6 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

4. $3 + 9 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

5. $8 + 7 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

6. $6 + 5 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

7. $7 + 6 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

8. $5 + 9 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

PROBLEM SOLVING  **REAL WORLD**

Solve. Write or draw to explain.

9. There are 9 children on the bus. Then 8 more children get on the bus. How many children are on the bus now?

_____ children

Lesson Check (MACC.2.OA.2.2)

1. Which has the same sum as $8 + 7$?

- $10 + 3$
- $10 + 4$
- $10 + 5$
- $10 + 6$

2. Which has the same sum as $7 + 5$?

- $10 + 1$
- $10 + 2$
- $10 + 3$
- $10 + 4$

Spiral Review (MACC.2.OA.3.3, MACC.2.NBT.1.3)

3. Which number can be written as $200 + 10 + 7$? (Lesson 2.7)

- 207
- 210
- 217
- 271

4. Which of these is an odd number? (Lesson 1.1)

- 2
- 4
- 6
- 7

5. What is the value of the underlined digit? (Lesson 1.3)

65

- 60
- 50
- 10
- 6

6. Which is another way to write the number 47? (Lesson 1.5)

- $40 + 70$
- seventy-four
- 4 tens 7 ones
- $4 + 7$

Algebra • Add 3 Addends

COMMON CORE STANDARD MACC.2.OA.2.2

Add and subtract within 20.

Solve two ways. Circle the two addends you add first.

1. $2 + 3 + 7 = \underline{\quad}$

$2 + 3 + 7 = \underline{\quad}$

2. $5 + 3 + 3 = \underline{\quad}$

$5 + 3 + 3 = \underline{\quad}$

3. $4 + 5 + 4 = \underline{\quad}$

$4 + 5 + 4 = \underline{\quad}$

4. $4 + 4 + 4 = \underline{\quad}$

$4 + 4 + 4 = \underline{\quad}$

5.

$$\begin{array}{r} 5 \\ 4 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ 4 \\ + 5 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 6 \\ 3 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ 3 \\ + 4 \\ \hline \end{array}$$

PROBLEM SOLVING  **REAL WORLD**

Choose a way to solve. Write or draw to explain.

7. Amber has 2 red crayons, 5 blue crayons, and 4 yellow crayons. How many crayons does she have in all?

_____ crayons

Lesson Check (MACC.2.OA.2.2)

1. What is the sum of

$$2 + 4 + 6?$$

- 6
- 8
- 10
- 12

2. What is the sum of

$$5 + 4 + 2?$$

- 11
- 9
- 7
- 6

Spiral Review (MACC.2.NBT.1.1a, MACC.2.NBT.1.1b, MACC.2.NBT.1.3, MACC.2.NBT.1.4, MACC.2.NBT.2.8)

3. Which of the following is true?

(Lesson 2.12)

- $264 < 246$
- $688 > 648$
- $234 = 233$
- $825 < 725$

4. Which number can be written as 4 tens 2 ones? (Lesson 1.6)

- 12
- 14
- 24
- 42

5. Which number has the same value as 50 tens? (Lesson 2.1)

- 5
- 50
- 500
- 505

6. What is the next number in the pattern? (Lesson 2.10)

420, 520, 620, 720, 

- 820
- 850
- 920
- 980

Algebra • Relate Addition and Subtraction

COMMON CORE STANDARD MACC.2.OA.2.2

Add and subtract within 20.

Write the sum and the difference for the related facts.

1. $9 + 6 = \underline{\quad}$

$15 - 6 = \underline{\quad}$

2. $8 + 5 = \underline{\quad}$

$13 - 5 = \underline{\quad}$

3. $9 + 9 = \underline{\quad}$

$18 - 9 = \underline{\quad}$

4. $7 + 3 = \underline{\quad}$

$10 - 3 = \underline{\quad}$

5. $7 + 5 = \underline{\quad}$

$12 - 5 = \underline{\quad}$

6. $6 + 8 = \underline{\quad}$

$14 - 6 = \underline{\quad}$

7. $6 + 7 = \underline{\quad}$

$13 - 6 = \underline{\quad}$

8. $8 + 8 = \underline{\quad}$

$16 - 8 = \underline{\quad}$

9. $6 + 4 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

10. $7 + 9 = \underline{\quad}$

$16 - 9 = \underline{\quad}$

11. $9 + 4 = \underline{\quad}$

$13 - 9 = \underline{\quad}$

12. $8 + 7 = \underline{\quad}$

$15 - 7 = \underline{\quad}$

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

13. There are 13 children on the bus. Then 5 children get off the bus. How many children are on the bus now?

_____ children

Lesson Check (MACC.2.OA.2.2)

1. Which is a related addition fact for $15 - 6 = 9$?

- $9 + 6 = 15$
- $3 + 3 = 6$
- $6 + 6 = 12$
- $3 + 6 = 9$

2. Which is a related subtraction fact for $5 + 7 = 12$?

- $5 - 2 = 3$
- $15 - 5 = 10$
- $7 - 5 = 2$
- $12 - 7 = 5$

Spiral Review (MACC.2.NBT.1.1, MACC.2.NBT.1.3, MACC.2.NBT.2.8)

3. Which is another way to write 4 hundreds? (Lesson 2.3)

- 4
- 40
- 400
- 440

4. What is the next number in the pattern? (Lesson 2.10)

515, 615, 715, 815, 

- 820
- 905
- 915
- 920

5. What number is 10 more than 237? (Lesson 2.9)

- 227
- 247
- 337
- 347

6. Which is another way to write the number 110? (Lesson 2.7)

- $100 + 10 + 1$
- 1 hundred 1 ten 1 one
- one hundred eleven
- $100 + 10$

Practice Subtraction Facts



COMMON CORE STANDARD MACC.2.OA.2.2

Add and subtract within 20.

Write the difference.

1. $15 - 9 = \underline{\quad}$

2. $10 - 2 = \underline{\quad}$

3. $\underline{\quad} = 13 - 5$

4. $14 - 7 = \underline{\quad}$

5. $10 - 8 = \underline{\quad}$

6. $12 - 7 = \underline{\quad}$

7. $\underline{\quad} = 10 - 3$

8. $16 - 7 = \underline{\quad}$

9. $8 - 4 = \underline{\quad}$

10. $11 - 5 = \underline{\quad}$

11. $13 - 6 = \underline{\quad}$

12. $\underline{\quad} = 12 - 9$

13. $16 - 9 = \underline{\quad}$

14. $\underline{\quad} = 11 - 9$

15. $12 - 8 = \underline{\quad}$

16. $14 - 8 = \underline{\quad}$

17. $10 - 5 = \underline{\quad}$

18. $12 - 5 = \underline{\quad}$

19. $15 - 7 = \underline{\quad}$

20. $14 - 9 = \underline{\quad}$

21. $17 - 9 = \underline{\quad}$

PROBLEM SOLVING**REAL WORLD**

Solve. Write or draw to explain.

22. Mr. Li has 16 pencils. He gives 9 pencils to some students. How many pencils does Mr. Li have now?

_____ pencils

Lesson Check (MACC.2.OA.2.2)

1. What is the difference?

$$13 - 6 = \underline{\quad}$$

- 6
- 7
- 8
- 9

2. What is the difference?

$$12 - 3 = \underline{\quad}$$

- 5
- 6
- 7
- 9

Spiral Review (MACC.2.NBT.1.1, MACC.2.NBT.1.1a, MACC.2.NBT.1.1b, MACC.2.NBT.1.2, MACC.2.NBT.1.3)

3. What is the value of the underlined digit? (Lesson 2.5)

625

- 2
- 10
- 20
- 200

4. Which group of numbers shows counting by fives? (Lesson 1.9)

- 400, 401, 402, 403
- 415, 425, 435, 445
- 405, 410, 415, 420
- 460, 459, 458, 457

5. Devin has 39 toy blocks. What is the value of the digit 9 in this number? (Lesson 1.3)

- 9
- 12
- 30
- 90

6. Which number has the same value as 20 tens? (Lesson 2.1)

- 220
- 200
- 20
- 2

Use Ten to Subtract



COMMON CORE STANDARD MACC.2.OA.2.2

Add and subtract within 20.

Show the tens fact you used. Write the difference.

1. $14 - 6 = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

2. $12 - 7 = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

3. $13 - 7 = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

4. $15 - 8 = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

5. $11 - 7 = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

6. $14 - 5 = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

PROBLEM SOLVING
REAL WORLD

Solve. Write or draw to explain.

7. Carl read 15 pages on Monday night and 9 pages on Tuesday night. How many more pages did he read on Monday night than on Tuesday night?

_____ more pages

Lesson Check (MACC.2.OA.2.2)

1. Which has the same difference as $12 - 6$?

- $10 - 6$
- $10 - 4$
- $10 - 2$
- $10 - 0$

2. Which has the same difference as $13 - 8$?

- $10 - 8$
- $10 - 3$
- $10 - 5$
- $10 - 1$

Spiral Review (MACC.2.OA.2.2, MACC.2.NBT.1.4)

3. Which is a related subtraction fact for $7 + 3 = 10$? (Lesson 3.5)

- $10 - 3 = 7$
- $10 - 10 = 0$
- $7 - 4 = 3$
- $7 - 3 = 4$

4. Joe has 8 trucks. Carmen has 1 more truck than Joe. How many trucks do they have in all? (Lesson 3.2)

- 7
- 9
- 15
- 17

5. There were 276 people on an airplane. Which of these numbers is greater than 276? (Lesson 2.11)

- 177
- 189
- 267
- 279

6. Which of the following is true? (Lesson 2.12)

- $537 > 375$
- $495 > 504$
- $475 < 429$
- $201 = 189$

Name _____

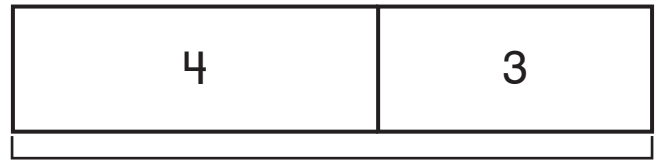
Algebra • Use Drawings to Represent Problems



COMMON CORE STANDARD MACC.2.OA.1.1
Represent and solve problems involving addition and subtraction.

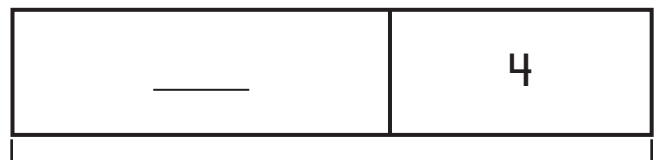
Complete the bar model. Then write a number sentence to solve.

1. Sara has 4 yellow beads and 3 green beads. How many beads does Sara have?



_____ beads

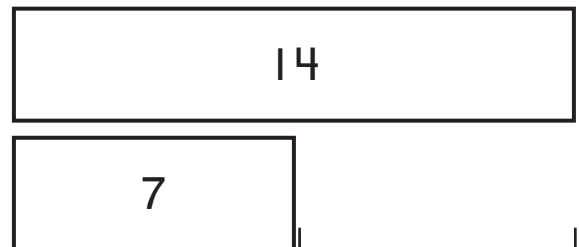
2. Adam had 12 trucks. He gave 4 trucks to Ed. How many trucks does Adam have now?



12

_____ trucks

3. Grandma has 14 red roses and 7 pink roses. How many more red roses than pink roses does she have?



_____ more red roses

Lesson Check (MACC.2.OA.1.1)

1. Abby has 16 grapes. Jason has 9 grapes. How many more grapes does Abby have than Jason?

16	
9	

- 7
- 8
- 15
- 25

Spiral Review (MACC.2.OA.2.2, MACC.2.NBT.1.3)

2. Which has the same difference as $16 - 7$? (Lesson 3.7)

- $10 - 10$
- $10 - 6$
- $10 - 7$
- $10 - 1$

3. What is the difference? (Lesson 3.6)

$$18 - 9 = \underline{\quad}$$

- 6
- 9
- 10
- 27

4. Which is another way to write $300 + 20 + 5$? (Lesson 2.7)

- 55
- 235
- 325
- 523

5. What is the value of the underlined digit? (Lesson 1.3)

28

- 80
- 20
- 10
- 2

Name _____

Algebra • Use Equations to Represent Problems



COMMON CORE STANDARD MACC.2.OA.1.1
Represent and solve problems involving addition and subtraction.

Write a number sentence for the problem.

Use a ■ for the missing number. Then solve.

1. There were 15 apples in a bowl. Dan used some apples to make a pie. Now there are 7 apples in the bowl. How many apples did Dan use?

_____ apples

2. Amy has 16 gift bags. She fills 8 gift bags with whistles. How many gift bags are not filled with whistles?

_____ gift bags

3. There were 5 dogs at the park. Then 9 more dogs joined them. How many dogs are at the park now?

_____ dogs

PROBLEM SOLVING

REAL WORLD

Write or draw to show how you solved the problem.

4. Tony has 7 blue cubes and 6 red cubes. How many cubes does he have in all?

_____ cubes

Lesson Check (MACC.2.OA.1.1)

1. Fred peeled 9 carrots. Nancy peeled 6 carrots. How many fewer carrots did Nancy peel than Fred?

- 15
- 6
- 3
- 2

2. Omar has 8 marbles. Joy has 7 marbles. How many marbles do they have in all?

- 1
- 5
- 8
- 15

Spiral Review (MACC.2.OA.2.2, MACC.2.NBT.1.1)

3. What is the sum? (Lesson 3.1)

$$7 + 8 = ?$$

- 2
- 7
- 15
- 17

4. What is the sum? (Lesson 3.4)

$$5 + 4 + 3 = \underline{\hspace{2cm}}$$

- 12
- 15
- 18
- 19

5. Which has the same value as 1 hundred 7 tens? (Lesson 2.2)

- 70 tens
- 17 tens
- 10 tens
- 7 tens

6. Which of the following is a way to describe the number 358?

(Lesson 2.4)

- 8 hundreds 5 tens 3 ones
- 5 hundreds 3 tens 8 ones
- 3 hundreds 8 tens 5 ones
- 3 hundreds 5 tens 8 ones

Name _____

Problem Solving • Equal Groups



COMMON CORE STANDARD MACC.2.OA.3.4
Work with equal groups of objects to gain foundations for multiplication.

Act out the problem.
Draw to show what you did.

1. Mr. Anderson has 4 plates of cookies. There are 5 cookies on each plate. How many cookies are there in all?

_____ cookies

2. Ms. Trane puts some stickers in 3 rows. There are 2 stickers in each row. How many stickers does Ms. Trane have?

_____ stickers

3. There are 5 books in each box. How many books are in 5 boxes?

_____ books

Lesson Check (MACC.2.OA.3.4)

1. Jaime puts 3 oranges on each tray. How many oranges are on 5 trays?
- 8
 - 15
 - 35
 - 53
2. Maurice has 4 rows of toys with 4 toys in each row. How many toys does he have in all?
- 4
 - 8
 - 16
 - 20

Spiral Review (MACC.2.OA.1.1, MACC.2.OA.2.2, MACC.2.OA.3.3)

3. Jack has 12 pencils and 7 pens. How many more pencils than pens does he have? (Lesson 3.8)
- 19
 - 9
 - 6
 - 5
4. Laura has 9 apples. Jon has 6 apples. How many apples do they have in all? (Lesson 3.9)
- 3
 - 12
 - 15
 - 16

5. Which of these is an even number? (Lesson 1.1)

- 1
- 3
- 5
- 8

6. What is the sum? (Lesson 3.2)

$$7 + 9 = \underline{\quad}$$

- 16
- 17
- 18
- 19

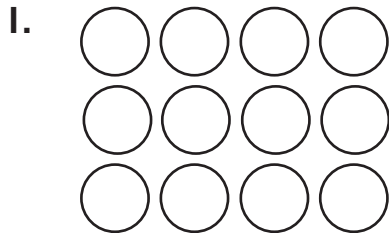
Algebra • Repeated Addition



COMMON CORE STANDARD MACC.2.OA.3.4

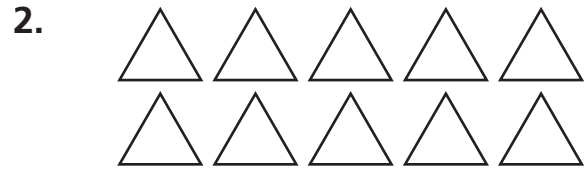
Work with equal groups of objects to gain foundations for multiplication.

**Find the number of shapes in each row.
Complete the addition sentence to find the total.**



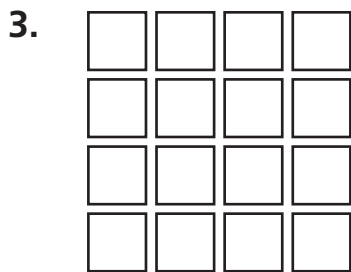
3 rows of _____

_____ + _____ + _____ = _____



2 rows of _____

_____ + _____ = _____



4 rows of _____

_____ + _____ + _____ + _____ = _____



4 rows of _____

_____ + _____ + _____ + _____ = _____

PROBLEM SOLVING REAL WORLD

Solve. Write or draw to explain.

5. A classroom has 3 rows of desks.
There are 5 desks in each row. How
many desks are there altogether?

_____ desks

Lesson Check (MACC.2.OA.3.4)

1. A scrapbook has 4 pages. There are 2 stickers on each page. How many stickers are there in all?
- 4
 - 6
 - 8
 - 10
2. Ben makes 5 rows of coins. He puts 3 coins in each row. How many coins are there in all?
- 9
 - 12
 - 15
 - 18

Spiral Review (MACC.2.OA.2.2, MACC.2.NBT.1.2, MACC.2.NBT.1.3)

3. There are 5 apples and 4 oranges. How many pieces of fruit are there? (Lesson 3.1)
- 10
 - 9
 - 8
 - 1
4. Which group of numbers shows counting by tens? (Lesson 1.8)
- 35, 40, 45, 50, 55
 - 40, 50, 60, 70, 80
 - 65, 64, 63, 62, 61
 - 70, 71, 72, 73, 74
5. Which is a way to write the number 260? (Lesson 2.6)
- twenty-six
 - two hundred six
 - two hundred sixteen
 - two hundred sixty
6. Which has the same sum as $7 + 5$? (Lesson 3.3)
- $10 + 4$
 - $10 + 3$
 - $10 + 2$
 - $10 + 1$

Chapter 3 Extra Practice

Lessons 3.1 – 3.4 (pp. 121 – 136)

Write the sums.

1. $6 + 6 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

2. $\underline{\quad} = 7 + 4$

$\underline{\quad} = 4 + 7$

3. $0 + 2 = \underline{\quad}$

$0 + 8 = \underline{\quad}$

4. $6 + 9 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

5. $7 + 5 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

6. $4 + 6 + 4 = \underline{\quad}$

7. $4 + 5 + 3 = \underline{\quad}$

8. $2 + 7 + 3 = \underline{\quad}$

9. $2 + 2 + 8 = \underline{\quad}$

Lesson 3.6 (pp. 141 – 143)

Write the difference.

1. $9 - 3 = \underline{\quad}$

2. $\underline{\quad} = 12 - 5$

3. $16 - 8 = \underline{\quad}$

4. $\underline{\quad} = 14 - 6$

5. $11 - 8 = \underline{\quad}$

6. $12 - 6 = \underline{\quad}$

7. $5 - 3 = \underline{\quad}$

8. $\underline{\quad} = 15 - 9$

9. $7 - 3 = \underline{\quad}$

10. $12 - 7 = \underline{\quad}$

11. $14 - 7 = \underline{\quad}$

12. $\underline{\quad} = 10 - 7$

Lesson 3.7 (pp. 145 – 148)

Show the tens fact you used. Write the difference.

1. $16 - 9 = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

2. $14 - 6 = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

3. $11 - 8 = \underline{\quad}$


$10 - \underline{\quad} = \underline{\quad}$

4. $12 - 7 = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

Lesson 3.9 (pp. 153 – 156)

Write a number sentence for the problem.

Use a  for the missing number.
Then solve.

1. There were 14 birds in the tree.
Some birds flew away. Then
there were 5 birds in the tree.
How many birds flew away?

_____ birds

Lesson 3.11 (pp. 161 – 164)

Find the number of shapes in each row.

Complete the addition sentence to find the total.

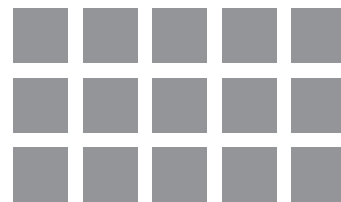
1.



2 rows of _____

_____ + _____ = _____

2.



3 rows of _____

_____ + _____ + _____ = _____